



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BERTA DREYFUS, I.S. 49

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R049

PRINCIPAL: LINDA HILL **EMAIL: LHILL2@SCHOOLS.NYC.GOV OR LHILL@BERTA49.ORG**

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature |
|--------------------|--|--------------------------------|
| Linda Hill | *Principal or Designee | |
| Francesco Portelos | *UFT Chapter Leader or Designee | Reassigned to central office |
| Sherina Peterkin | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Jackie Steiner | Member/Parent | |
| Eileen Jensen | Member/Parent | |
| Denise Wright | Member/Title I Parent | |
| Diane Monohon | Member/teacher | |
| Cheryl McMillan | Member/Teacher | |
| Victoria Trombetta | Member/Teacher | |
| | Member/Parent | Election to take place 2/12/13 |

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all students will demonstrate progress toward achieving state standards as measured by a 3% increase in Level 3 & 4 on the 2013 NYS ELA assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

A review of the Progress Report, Inquiry work, and ELA results across all grades and subgroups for the previous three years indicates a decreasing trend for the median adjusted growth percentile for Students With Disabilities and students in the lowest third of performance in ELA in the 2009-2012 school years. A review of class work, the Citywide expectations in terms of Performance Tasks, and reflection on CCLS aligned units of study were used to determine the needs assessment

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

In coordination with our CFN, the achievement coach will meet with instructional leads on a regular basis to provide training and support in using student performance data to plan instructional next steps. During these meetings the achievement coach and instructional leads engage in the following activities: developing facilitation skills, engaging in problem-solving strategies to support teacher progress towards the school's focus on Discussion techniques (Danielson's 1a, 1e, 3c, and support the instructional leads in adopting/adapting common core aligned units, and support inquiry teams with analyzing student work and identifying strategies for struggling students. The special education instructional specialist meets with lead teachers as needed to support access points in common core aligned units of study.

Target Population(s): Instructional Leaders, ELA Teachers servicing SWDs, ELL students, and students in the lowest third.

Responsible Staff Members: Assistant Principals, Instructional Leads, and Data Specialist

Implementation Timeline: September 2012 through June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- - o **ELA, ELL, and SWD teachers, along with the Parent Coordinator, will host information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school, whenever possible.**
 - o **Parent coordinator and technology teacher will create a Parent site on our webpage for parents to explore and obtain current school information**
 - o **The Parent Coordinator and other available staff will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.**
 - o **The school will create and distribute a parent handbook that can be translated in all the dominant languages.**
 - o **Parents will be trained on how to use ARIS Parent Link.**
 - o **Parents will be invited to participate in ELA test preparation workshop**
 - o **Parent Points incentive to encourage more parent participation**
 - o **Parent Coordinator will create a Parent Book Club focusing on parenting skills**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School-wide Program school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, grant funding, and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- o **Supervisor and teacher per session**
- o **Professional instructional materials to support curriculum development during the regular school day.**

- Consumable instructional materials for use during extended day programs.

Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments and MSQI. In addition teachers will look collaboratively at student work to support and strengthen best classroom practices in relation to the CCLS.

Staff determined that a 2% increase in student performance as identified through ACUITY would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, English Language Learners and Students with Disabilities student groups will demonstrate progress towards achieving state standards as measured by a 2% increase in those subgroups scoring at Level 3 & 4 on the 2013 NYS ELA assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the English Language Arts assessment, except for the ELL and SWD student groups, which have underperformed all other student groups for the past three years. As a result, we have made progress for our ELL and SWD subgroups a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) key personnel and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.

Activities

Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; looking at student work, use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams; behavior management; writing effective lesson plans with guidance and use of templates, instructional practices for differentiation in ELA with embedded strategies from UDL, protocols for reading and writing.

- **Target Population(s): Teachers servicing SWDs and ELLs and students in the ELL and SWD subgroups, and all teachers**
- **Responsible Staff Members: Assistant Principals, Staff Developers (external) Data Specialist, and teachers**
- **Implementation Timeline: October 2012 through June 2013**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- ***ELA, ELL, and SWD teachers will host information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school, whenever possible.***
- ***Parent coordinator and technology teacher will create a Parent site on our webpage for parents to explore and obtain current school information***
- ***The Parent Coordinator and other available staff will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.***
- ***The school will create and distribute a parent handbook that can be translated in all the dominant languages.***
- ***Parents will be trained on how to use ARIS Parent Link.***
- ***Parents will be invited to participate in ELA and Math test preparation workshop***
- ***Parent Points incentive to encourage more parent participation***
- ***Parent Coordinator will create a Parent Book Club focusing on parenting skills***

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School-wide Program school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, grant funding, and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- **Supervisor and teacher per session**
- **Professional instructional materials to support curriculum development during the regular school day.**
- **Consumable instructional materials for use during extended day programs.**

Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments and MSQI. In addition teachers will look collaboratively at student work to support and strengthen best classroom practices in relation to the CCLS.

Staff determined that a 2% increase in student performance as identified through ACUITY would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.

Periodic Assessment Dates (ACUITY): October 2012, January 2013 and March 2013

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 50% of the SWD and ELL students will show progress in the use of evidence to support researched based arguments for the DOE ELA Performance Task as measured by a 10% increased score of level 3 or 4 on written arguments across the curriculum, including the draft writing pieces that proceed the final argument piece.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of student performance data on state assessments, particularly in the written responses, it was determined that all student groups showed increases in performance on the English Language Arts assessment, except for the ELL and SWD student groups, which have underperformed all other student groups for the past three years. As a result, we have made progress for our ELL and SWD subgroups a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Instructional strategies: Student support will be grade/department specific and data driven. Based on ELA needs assessment data teachers will discuss in cycles of inquiry targeted ELA skills and writing supports needed for SWDs and ELLs. Teaching will support flexible, small targeted populations in areas of high need. By using the data from assessments, the teacher teams plan Common Core Standard driven instruction in reading and writing, also reflecting on the assessment data from the ELA Performance tasks. These teams' practices may be implemented grade-wide and/or school-wide.

- There will be an increased use of a variety of non-fiction text in ELA, Science and Social Studies
- There will be an increased use of instructional strategies on how to cite evidence from text to support argumentative writing
- Within the ELA, Science and Social Studies curricula, there will be additional opportunities/tasks for students to write arguments through the use of evidence

Target population: Small targeted populations in areas of high need. Overage students

Staff and other resources: All staff, external coaches

Timeline for implementation: October, 2012- June, 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - ELA, ELL, and SWD teachers will host information sessions with parents. The workshop materials used will be
 - translated and interpretation support will be provided in the dominant languages spoken by parents in the school,

- whenever possible.
- Parent coordinator and technology teacher will create a Parent site on our webpage for parents to explore and obtain current school information
- The Parent Coordinator and other available staff will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that can be translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link.
- Parents will be invited to participate in ELA and Math test preparation workshop
- Parent Points incentive to encourage more parent participation
- Parent Coordinator will create a Parent Book Club focusing on parenting skills

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from Sept. 2012- June 2013 as indicated below:

- Supervisor and teacher per session
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.

Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments and MSQI. In addition teachers will look collaboratively at student work to support and strengthen best classroom practices in relation to the CCLS.

Staff determined that a 2% increase in student performance as identified through ACUITY would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.

Periodic Assessment Dates (ACUITY): October 2012, January 2013 and March 2013

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS) | Description | | |
|--|---|--|--|
| | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA | Achieve 3000 small groups PowerMyLearning.com Striving Value Added Time DANA (Dreyfus Achieve Now Academy) BEACON SPOTLIGHT Tri digital library services Reading Embassadors | Computer assisted Computer assisted tutoring Small group tutoring Credit recovery small group tutoring HW help and tutoring Arts and Literacy tutoring Digital access to all NYC library systems (NY Library, Bklyn. Library, Small group | During the school day Before/During/After school Before school After school After school After school Before/During/After school During School/After school |
| Mathematics | School of One PowerMyLearning.com Value Added Time DANA (Dreyfus Achieve Now Academy) BEACON Achieve3000 | Individualized instruction in 8 modalities Computer assisted tutoring Small group tutoring Credit recovery small group tutoring HW help and tutoring | During school Before/During/After school Before school After school After school |
| Science | PowerMyLearning.com Value Added Time DANA (Dreyfus Achieve Now Academy) BEACON | Computer assisted tutoring Small group tutoring Credit recovery small group tutoring HW help and tutoring | Before/During/After school Before school After school After school |

| | | | |
|--|---|--|---|
| | Achieve3000 | | |
| Social Studies | PowerMyLearning.com Value Added Time DANA (Dreyfus Achieve Now Academy) BEACON Achieve3000 | Computer assisted tutoring Small group tutoring Credit recovery small group tutoring HW help and tutoring | Before/During/After school Before school After school After school |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Testing/Evaluation, Individual Counseling, Group Counseling, Family Intervention and Parent and Teacher Consultations Push in character education lessons by GC (discipline code, anti bullying, cyber safety) M&Ms mentoring program Transition coaches | Small group at risk sessions 1:1 at risk sessions | <i>During school and after school</i> |

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Administrative staff partners with local higher education institutions such CSI, Wagner College, and St. John's University to recruit potential highly-qualified, licensed and certified teachers

The payroll secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Teachers are instructed to become HQ under the BEDS or HOUSE.

Mentors are assigned to support struggling and un-qualified teachers.

Teachers are encouraged, and are provided time to attend Professional Development sessions In House or out of the building.

Recruitment and assignments of teachers are based on instructional needs of the school and its programs.

PD is school-wide, content-specific and on occasion individualized based on teacher development needs.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY

At I.S. 49, we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program.

I.S. 49 focuses on promoting parent involvement, creating individual student intervention plans, implementing attendance plans, and integrating school and community resources to meet the needs of our educational community.

I.S. 49 focuses on promoting parent involvement, creating individual student intervention plans, implementing attendance plans and integrating school and community resources. With the collaboration of several community-based organizations, we will provide opportunities to strengthen the home school relationship. Increasing parental and community involvement by updating the school website, phone relay, Parent Coordinator monthly workshops, monthly PTA meetings and School Leadership meetings, Parent/Teacher Conferences, and Articulation meetings.

Our objective is to achieve by June 2013 a more consistent flow of parent participation. The continued collaboration of our CBO's, and staff at our PTA meetings, school activities and parent workshops will ensure our objective is met.

We strive to continue to increase parental involvement via the following annual events:

- **Annual meeting for parents of all students who are attending I.S. 49**
- **Provide parents with timely information about programs in the school via flyers and newsletter**
- **Parent-teacher conferences**
- **School-wide bulletin board video display**
- **School Leadership Team**
- **Monthly PTA meetings, 6th grade Orientation and Open house**
- **Visit feeder schools prior to their 6th grade year to prepare for transition into intermediate school**
- **Articulation meetings**
- **High School Orientation & Workshops for General/ESL/Special Education Parents**

- Parent/guardian Survey
- Parent Workshops on various subjects pertaining to outcome of Survey
- Literacy and Math workshops for parents (curriculum based)
- Library workshop for parents on Internet searching
- Bullying, Violence Prevention & GRP (General Response Protocols) workshop in collaboration with the Guidance Department and CBO's.
- Internet Safety workshop in collaboration with Technology Department
- HIV/AIDS curriculum workshop
- ELL parent meetings and classes
- Title 1 Parent Annual Meeting
- School Parent Coordinator
- On-Site Interpretation & Translation Services Available
- ELL Parent Orientation explaining rights and responsibilities
- Attendance Workshops in collaboration with the Mayor's Truancy Initiative
- Notices will be available to parents in other languages

Our strategies to increase parental involvement through means such as family literacy services will include:

Outreach to all parents by Parent Coordinator, PTA newsletter, notices in different languages, telephone announcement system, updated website and make available PTA and School Leadership Team information, parents will be given ample opportunity to participate in their children's education.

Providing parents with training, professional development and parent coordinator workshops, parents will be given the tools which will educate and provide the opportunity to assist their children in all fields of study.

To assist children in the transition from elementary school, we at I.S. 49 visit our feeder schools to introduce our school and distinctive Magnet programs. We offer parents and students an opportunity to tour our school and answer their questions. We invite our feeder school Principals, PTA Officers and Parent Coordinators for Our Annual Articulation Breakfast. We offer our new incoming students and parents an orientation in August.

To better serve the parents of our community parent notification will include but not limit the following:

- Outreach to all parents via PTA meeting, Parent Coordinator, various newsletters, notices in different languages, telephone announcement system, updated website and information at the PTA and School Leadership Team monthly meetings, parents will be given ample opportunity to participate in their children's education.

- In providing parents with training, professional development and parent coordinator workshops, parents will be given the tools which will educate and provide the opportunity to assist their children in all fields of study.

An increase in parent involvement will ensure our students academic success. Incorporating and encouraging parent participation in our school activities would be a motivational factor for students. Student attendance would be at a more consistent flow knowing that their parents are a part of the Dreyfus team.

The continuous parent workshops have allowed us to educate the parents of the Dreyfus community to help support the students educational goal. We will continue to reach out to our community based organization in an effort to offer the parents of our community the necessary resources to support their families. Our efforts as a school to partner with our parents will ensure the success of our students.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|---|--------------------|------------------------------|--------------------------|
| Cluster Leader/Network Leader Charles Amundsen | District 31 | Borough Staten Island | School Number 049 |
| School Name Berta A. Dreyfus | | | |

B. Language Allocation Policy Team Composition [?](#)

| | |
|--|--|
| Principal Linda Hill | Assistant Principal Denise Diacomanolis |
| Coach N/A | Coach N/A |
| ESL Teacher Patricia Conway | Guidance Counselor Christine Lopez |
| Teacher/Subject Area Sharon Brown/ELA | Parent Mrs. Roberts |
| Teacher/Subject Area Sonia Ng/Math | Parent Coordinator Ruthie Jusino |
| Related Service Provider Lisa Buonviaggio | Other type here |
| Network Leader Jean McKeon | Other type here |

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 1 | Number of certified bilingual teachers | 1 | Number of certified NLA/foreign language teachers | 2 |
| Number of content area teachers with bilingual extensions | 1 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 865 | Total Number of ELLs | 82 | ELLs as share of total student population (%) | 9.48% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. When a new admit comes to the main office, the pupil personnel secretary, Ms. Trapani, notifies the Assistant Principal, Ms. Diacomanolis, and the certified ESL teacher, Mrs. Conway, if the child is new to the country. All three informally interview the family to discuss the program for ELLs at the school. Mrs. Conway then reviews all mandated documents, including the Home Language Survey, Language Preference form, and Program Choice form, with the guardians. The guardians are then brought to Mrs. Conway's room to view the DOE orientation video to help them better understand their options. All necessary forms are completed at that time by the guardians. The pupil personnel secretary then admits the student into the proper, designated ELL class. The LAB-R is administered by Mrs. Conway on the child's first attend date. If a new admit comes from another DOE school, the pupil personnel secretary checks ELL status in ATS and notifies Ms. Diacomanolis and Mrs. Conway if the child receives those services. Mrs. Conway comes down to greet the child and guardian and Ms. Trapani admits the student into the proper, designated ELL class. The PC, Ruthie Jusino, is bilingual and translates for Spanish speaking families, as well as Sonia Ng, a certified Math ELL teacher who translates for Chinese families as her PA. Any child who appears on the R-LAT and receives ELL services is administered the NYSESLAT exam yearly by Mrs. Conway, Mr. Ambrosio, a certified Special Education ELL teacher, and Mr. Specce, a certified Social Studies ELL teacher.

2. Guardians view the DOE video to understand all three program choices; however IS49 offers only a freestanding ESL program. Guardians view the DOE orientation video on the day they come to register their child. Mrs. Conway interviews the family with the help of Spanish, Chinese, Polish, Arabic, or Urdu speaking pedagogues we have in the building.

3. Entitlement letters are distributed to the mandated students in September by me, as the supervisor for the ELL program. Each student signs that they have received their letter and dates it. A copy of the signed entitlement letter is then placed in each student's cumulative folder. The Parent survey and Program selection form are filled out and signed by the guardian at registration. A copy of everything is given to the guardian and the original is placed in the child's cumulative folder.

4. Once a child is identified as an ELL, they are placed into designated classes, according to grade and if they are IEP-driven. We have six designated ELL classes: three General Education and three self-contained. They are predominately in one Academy (Journalism) to alleviate programming issues. Parents are notified of their child's placement at the time of registration.

5. The trend in program choices is that 100% of guardians choose the freestanding ESL program. Within the past seven years we have had 100% requests for a freestanding ESL program. The verifying documents are placed in each child's cumulative folder. If a change in the trend changes, possible accommodations will be made to meet the needs of the parents.

6. Yes, the models offered at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

| | | | |
|--|------------------------------|--|-------------------------------|
| Transitional bilingual education program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|--------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To t # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | 1 | 1 | 1 | | | | | 3 |
| Push-In | | | | | | | 1 | 1 | 2 | | | | | 4 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 7 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 82 | Newcomers (ELLs receiving service 0-3 years) | 35 | Special Education | 40 |
| SIFE | 6 | ELLs receiving service 4-6 years | 31 | Long-Term (completed 6 years) | 16 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 35 | 6 | 10 | 31 | 0 | 21 | 16 | 0 | 9 | 82 |
| Total | 35 | 6 | 10 | 31 | 0 | 21 | 16 | 0 | 9 | 82 |

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) K-8 | | | | | | | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | | |
| | ELL | EP | |
| Spanish | | | | | | | | | 0 | 0 | |
| Chinese | | | | | | | | | 0 | 0 | |
| Russian | | | | | | | | | 0 | 0 | |
| Korean | | | | | | | | | 0 | 0 | |
| Haitian | | | | | | | | | 0 | 0 | |
| French | | | | | | | | | 0 | 0 | |
| Other | | | | | | | | | 0 | 0 | |
| TOTAL | 0 | |

This Section for Dual Language Programs Only

| | | |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: | |
| Ethnic breakdown of EPs (Number): | | |
| African-American: ____ | Asian: ____ | Hispanic/Latino: |
| Native American: ____ | White (Non-Hispanic/Latino): ____ | Other: |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|-----------|
| Spanish | | | | | | | 15 | 17 | 23 | | | | | 55 |
| Chinese | | | | | | | 2 | 4 | 1 | | | | | 7 |
| Russian | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Bengali | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Urdu | | | | | | | 0 | 1 | 1 | | | | | 2 |
| Arabic | | | | | | | 2 | 1 | 1 | | | | | 4 |
| Haitian | | | | | | | 1 | 2 | 0 | | | | | 3 |
| French | | | | | | | 0 | 0 | 1 | | | | | 1 |
| Korean | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Punjabi | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Polish | | | | | | | 0 | 0 | 1 | | | | | 1 |
| Albanian | | | | | | | 0 | 1 | 1 | | | | | 2 |
| Other | | | | | | | 3 | 2 | 2 | | | | | 7 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 28 | 31 | 0 | 0 | 0 | 0 | 82 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. Instruction is delivered through the following models: Co-teaching, Pull-out, Collaborative, and Self-Contained.
- b. The students are instructed in a block model and are grouped heterogeneously, as well as by IEP mandates, when programming permits.
2. Staff organization for ESL is done to provide all ELLs with mandated number of instructional minutes on a 6-day cycle schedule. The designated classes receive a block period of ELA, as well as ESL.
3. Content areas are delivered to each group according to DOE policies; blocks of ELA and Math, and single periods of Science and Social Studies. They are instructed in the Workshop Model in English. The instruction is provided collaboratively with the ESL provider, along with the content area teacher. The certified ELA teachers, Ms. Brown and Ms. Wolfson, use ELL strategies such as cooperative learning, visuals and manipulatives, native language materials, and the use of key vocabulary, that are supported by the ELL provider to reach mandated minutes of CR Part 154. The ELL provider, Mrs. Conway, pushes into a bilingual (Chinese)teacher's 6th and 7th grade Math classes, as well as a bilingual (Spanish) teacher's 6th grade Science class.
4. N/A
- a. SIFE students receive block periods of ELA in which they receive the Wilson, SYS-44, and Achieve 3000 Reading programs. The seventh grade student receives the Striving Readers AIS program. They are also required to come for extended-day services.
- b. Newcomer ELLs work with the SYS-44 AIS program in their ELA block classes. The program emphasizes reading, writing, listening, and speaking through the use of technology. Some of the seventh grade students receive the Striving Readers AIS program. All newcomer ELLs are required to come for extended-day services and work with the ESL teacher.
- c. Ells with 4-6 years of service work with the READ-180 AIS program in their ELA block classes. The program emphasizes reading, writing, listening, and speaking through the use of technology. Some of the seventh grade students receive the Striving Readers AIS program. All newcomer ELLs are required to come for extended-day services and work with the ESL teacher, as well as an after-school NYSESLAT test prep class.
- d. ELLs who have completed 6 or more years of service receive block ELA periods daily. The curriculum lends itself to an emphasis on reading, writing, listening, speaking, and technology. Some of the seventh grade students receive the Striving Readers AIS program. All newcomer ELLs are required to come for extended-day services and work with the ESL teacher, as well as an after-school NYSESLAT test prep class.
6. Ells with IEPs receive all modifications as mandated on their IEPs. Most are given block ELA periods with teachers who work collaboratively to enhance their reading, writing, listening, and speaking. Some IEP-driven students are pulled out to receive their services on a more individualized basis. Academic needs and ELL support align with the student's annual goals. Some classes use the Achieve 3000, Wilson, and SYS 44 Reading programs to improve fluency, while all classes utilize the workshop model, small group instruction, and strategic grouping.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

| Class/Content Area | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts | | | |
| Social Studies: | | | |
| Math: | | | |
| Science: | | | |
| | | | |
| | | | |
| | | | |
| | | | |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



| | | | |
|--|------------------|---------------------|-----------------|
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | |

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

9. There is an after-school program specifically for NYSESLAT test prep for continuing support for ELLs reaching proficiency on the exam. Non IEP-driven ELLs receive the mandated testing accommodations: separate location, time and a half, and the listening selection read 3 times, and are grouped together on state exam days. IEP-driven ELLs are given the accommodations on their IEP's, as well as the listening selection read three times. They are also grouped together on state exam days. ELLs who have become proficient generally remain in the ELL-designated class, which is mixed with some non-ELLs and continue to receive testing modifications for two years after reaching proficiency on the NYSESLAT exam.
10. Using data from the R-LAT and RYOS reports in ATS, we are considering hiring another ESL-certified teacher and starting a "Welcome Class" for students with no English proficiency.
11. Non at this time are being considered for discontinuation.
12. All programs are offered to ELLs equally. Letters are offered in students' home languages. After-school programs are the Jewish Community Center BEACON, which is privately funded, NYSESLAT test prep, funded through Title III monies, the Francis School SES, which is also privately funded, the Dreyfus Achieve Now Academy, which is funded through a city grant, and the International Refugee Center's SPOTLIGHT program, which combines literacy through the arts, and is funded privately..
13. The following technology programs offered in English are: a STEM Lab, a science technology lab, SYS-44, READ-180, and Achieve 3000, as well as Empire State NYSESLAT, NY Edits, Write Source, and author studies books. We have content area books, as well as fictional literature for students in both Spanish and Chinese. We provide students with word-to-word translation books in Spanish, Chinese, Urdu, Arabic, Albanian, and Polish as needed.
14. Bilingual content teachers are given the ELL classes to teach. We have bilingual teachers in Spanish, Chinese, and Polish, as well as paraprofessionals who speak Spanish, Arabic, and Urdu. Letters are sent home in the home language to support native language.
15. Yes
16. For newly enrolled incoming 6th graders, the Principal and Assistant Principal visit the feeder schools in June. In August, workshops are offered for new 6th graders and their parents.
17. Spanish

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. All OELL professional developments are open to the entire school personnel. The staff meets together as an Inquiry Team to address instructional needs of the students. Ms. Diacomanolis and Mrs. Conway offer professional developments for all staff members once a month at IS 49 to assist teachers with ESL strategies to improve pedagogy, such as Standards Based Instruction with ELLs, Differentiation Strategies, and Backward Planning. Professional Development Days (election day, etc.) have also been designated for ESL training. Personnel have been sent to professional development offered through the CFN.

2. Teachers prepare students for all necessary middle school assessments, as well as meeting with our 8th grade guidance counselor to explain the high school articulation process. Staff who work with ELLs are also provided with professional development on teaching coping strategies for ELLs who might not have the confidence or facility in English to ask for help or clarification. Our staff is culturally aware of differences among ELLs and students born and raised in the US.

3. Ms. Diacomanolis and Mrs. Conway hold monthly meetings for all staff members who work with ELLs, such as Standards Based Instruction, Backward Planning, Coping Strategies, and Differentiation Strategies. Best practices are discussed and shared at these monthly professional developments.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parent Involvement in our school is minimal at best. Parents of ELLs work multiple jobs and rarely come to the school, although monthly PTA meetings, Family Nights, concerts, Dinners, and Dances are offered. Parents are also kept informed through our school website, Dreyfus49.com.

2. The Jewish Community Center (JCC) Beacon is partnered with IS 49 and has provided workshops for ELL parents. We have also provided workshops for ELL parents on the state exams, social security and Medicare, as well as ESL classes for them.

3. The PTA evaluates the needs of our parents through meetings and questionnaires. We also use data from the Learning Environment Survey to address the needs of our parents. The PC is not very involved with our ELL population.

4. We offer many activities to address the needs of our parents, such as; workshops on our ELL program at the beginning of each school year, ELA and Math state exams in March, and the NYSESLAT in April. We also hold Family Nights, which include dinners, movies, dances, and multicultural events, and a carnival.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | 3 | 7 | 13 | | | | | 23 |
| Intermediate(I) | | | | | | | 10 | 6 | 12 | | | | | 28 |
| Advanced (A) | | | | | | | 4 | 14 | 13 | | | | | 31 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 27 | 38 | 0 | 0 | 0 | 0 | 82 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | | | | | | | | | | | | |
| | I | | | | | | | | | | | | | |
| | A | | | | | | | | | | | | | |
| | P | | | | | | | | | | | | | |
| READING/ WRITING | B | | | | | | | | | | | | | |
| | I | | | | | | | | | | | | | |
| | A | | | | | | | | | | | | | |
| | P | | | | | | | | | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 12 | 7 | 0 | 0 | 19 |
| 7 | 15 | 6 | 0 | 0 | 21 |
| 8 | 13 | 15 | 0 | 0 | 28 |
| NYSAA Bilingual Spe Ed | | | | 2 | 2 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | 7 | | 12 | | 3 | | 0 | | 22 |

| NYS Math | | | | | | | | | |
|---------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 7 | 8 | | 13 | | 5 | | 0 | | 26 |
| 8 | 11 | | 12 | | 5 | | 1 | | 29 |
| NYSAA Bilingual Spe Ed | | | | | | | 2 | | 2 |

| NYS Science | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | |
|---|---|
| # of ELLs scoring at each quartile (based on percentiles) | # of EPs (dual lang only) scoring at each quartile (based on percentiles) |
| | |

| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
|----------------------------|------------------------------|-------------------------------|-------------------------------|-------------------------------|------------------------------|-------------------------------|-------------------------------|-------------------------------|
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- The Gates-McGinty and WRAP assessments are used as initial assessments in September and again in June. Throughout the year we use the ITA's, Periodic Assessments, reading conferences, portfolios, and class assessments. Our data proves that our ELLs struggle with the reading and writing. This information will aid all content area teachers to differentiate instruction.
- From the proficiency levels it was revealed that many more students are proficient in the listening/speaking portion than the reading/writing. Data proves our 8th graders achieved greater proficiency than the 6th and 7th grades. Students who have the LAB-R administered are mostly designated as beginner ELLs, and move within the level or to the next level within a year.
- Instructional decisions will be based on the data of proficiency levels. Content area teachers will provide differentiated instruction to improve reading and writing, as they are the modalities our ELLs struggle with mostly. We have included extra ELA supports (Achieve 300, strategic grouping, Wilson, Read-180) to address and improve the low levels.
- 4a. Trends indicate that many more ELLs are reaching proficiency in Listening and Speaking than in Reading and Writing. Total NYSESLAT scores do increase from year to year. The majority of students with IEPs score at level 1 in both subject areas. Our students are not proficient in their home language either, so they test in English. Students with higher Reading and Writing scores on the NYSESLAT score higher on the NYS ELA exam, as indicated by the data. The ESL teacher meets with her Inquiry Team to review results of the ELL Periodic Assessments and lesson planning is done collaboratively. We are learning that the students struggle with reading comprehension, main idea, and making predictions. The results are then used by the ELA teachers to drive instruction and reinforce those specific low-level strategies. Our students struggle with all assessments. They are not fluent/literate in either English or their home language.
- N/A
- Success is evaluated through NYSESLAT and ELA results. Success is measured by how many students achieve proficiency and in what time frame.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

| School Name: _____ | | School DBN: _____ | |
|---|----------------------|-------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Ms. Hill | Principal | | 11/1/01 |
| Ms. Diacomanolis | Assistant Principal | | 11/1/11 |
| Ms. Jusino | Parent Coordinator | | 11/1/11 |
| Mrs. Conway | ESL Teacher | | 11/1/11 |
| Mrs. Roberts | Parent | | 11/1/11 |
| Ms. Brown/ELA | Teacher/Subject Area | | 11/1/11 |
| Mrs. Ng/Math | Teacher/Subject Area | | 11/1/11 |
| N/A | Coach | | 11/1/11 |
| N/A | Coach | | 11/1/11 |
| Mrs. Lopez | Guidance Counselor | | 1/1/11 |
| Mrs. McKeon | Network Leader | | 11/1/11 |
| Mrs. Buonviaggio | Other <u>SETSS</u> | | 11/1/11 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R049 **School Name:** Berta Dreyfus. I.S. 49

Cluster: 2 **Network:** 211

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

I.S. 49 uses the Home Language Survey to assess the school's written and oral interpretation needs. The school also uses the Language Identification guide from OFEA to determine the language needs of parents. The school uses the Translation Unit dial services for interpretations needed.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The school requires translations in Spanish, Chinese, and Arabic. This is communicated to the school community via letters sent home and our own school wide email system.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written notifications in Spanish, Chinese and Arabic are sent home to identified students/parents. We have staff in the school that speak Spanish (PC), Chinese (teacher), and Arabic (para) that, at times translate written information sent to parents. We also use the DOE translation services to translate written information (in advance) to be sent home.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We have staff that speak the three major languages of the students in our school, Spanish (PC and staff), Chinese (teachers), and Arabic (paras)

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

I.S. 49, consistent with the Chancellor's Regulation A663, provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the Department. However, parents may choose to rely on an adult friend/companion or relative for language and interpretation services. The Parents Bill of Rights and Parenta Involvement Plan are provided out on websites and in our Parent Handbook located in the student Agendas. Interpretation signs are located in the Main Lobby, the Parent Cooridnator's office, and in the Main Office.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

| Part A: School Information | |
|--|-------------|
| Name of School: Berta Dreyfus | DBN: 31R049 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 3 |
| # of certified ESL/Bilingual teachers: 1 |
| # of content area teachers: 2 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The after-school program will be NYSESLAT preparation and testing. The program will begin on February 26th, and run through May 28th, totalling 24 sessions. We will target ELLs whose last year's total NYSESLAT scores were 80 or higher, in all three grades - 6, 7, and 8, totalling 47 students. The primary focus will be Reading and Writing, as these are the areas our students are most deficient, however, we will also be addressing Speaking and Listening. The program will meet two days a week, Tuesdays and Wednesdays, and run from 3:00 - 5:00 (2 hours). There will be two certified teachers and one ESL certified teacher working with groups of 27 and 20; one group for students with disabilities and one group for general education ELLs, with the certified ESL teacher pushing in for an hour with each group, and then each will have a grade (6,7,8) THAT THEY ARE RESPONSIBLE FOR TESTING WHEN THE NYSESLAT BEGINS. One teacher is ESL and the other two are English Language Arts teachers to address the needs of the Reading and Writing deficiencies. The instruction will be in English and we will be using the Finish Line for ELLs, English Proficiency Practice for grades 6, 7, and 8.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: \$4,000.00 will be set aside for substitute teachers when teachers of ELLs are sent out of the building for professional development. The professional developments are offered through the CFN and OELL. Two teachers will be sent each month for 12 months to the offered workshops. We will need 24 substitutes for the school year to be able to send the two teachers to the monthly Professional Development Workshops. Some of Professional developments will include Incorporating the CCSS for ELLs, Scaffolding Language and Learning, and Bringing Words to Life: A Guide for the ELL.)

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: We will hold two Saturday academies on 4/13/2013 and 5/11/2013 for parents in need of ESL classes. Our certified ESL teacher will instruct our parents on speaking English. It will be from 10:00 - 1:00 both days. Light snacks will be served. Parents will be invited to our ELL party on 5/29/2013 to celebrate the hard work of their students at the end of the after-school program. Parents are encouraged to join in our Academy trips with their ELLs and will be paid for. In the school, starting on 10/29/12, workshops for parents include an orientation, the ELA exam, The NYSESLAT exam, resume writing, and understanding the CCLS.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| TOTAL | | |